

## Microteach 1 Direct Teach Procedures

A direct teach is known as traditional, expository, or didactic teaching. It tends to be mainly lecture in format, with the teacher doing most of the talking. The students tend to be taking notes and/or sitting and listening to the teacher; little student-teacher, student-student interaction is taking place.

For this lesson, choose a topic that requires demonstration and/or explanation. You, as the teacher, will thus spend most of the lesson explaining/demonstrating how to do something. Some topics lend themselves better than others to direct teaches. For example, explaining a math concept (such as order of operations) step-by-step would be a good topic for a direct teach. Explaining how to mix primary colors to create secondary colors is another good topic.

Per Activity 1 of the ESOL Module, you should have selected at least 5 terms from your topic that need to be taught in order for your students to better comprehend the lesson. For example, if teaching the life cycle of a butterfly, some of the terms to be taught might be *metamorphosis*, *pupae*, *larvae*, etc. You should have selected an appropriate graphic organizer that you will use to teach your terms during the input/presentation section of your lesson. The organizer will need to be on a poster board that could conceivably be seen by the entire class in a typical classroom.

### Recording Procedures:

1. Microteach group members will take turns monitoring a “presenting” teacher. The next person to teach will serve as the monitor. The monitor will make sure the “presenting” teacher’s flash drive is in the USB port, will press “Record” when the “presenting” teacher is ready to begin, and will time the teacher. Each teacher will be allowed 15 minutes. The monitor will then signal to the presenting teacher when he/she has two minutes left (i.e., after the teacher has been presenting for 13 minutes). The monitor may signal him/her by holding up two fingers; make the signal unobtrusive.
2. **Each “presenting” teacher will bring his/her own flash drive.**
3. **The presenting teacher is to stand in front of the white board, except for students in TA 221D. In TA 221D, the teacher needs to stand with the door at his/her back.**
4. Before starting to teach, the “presenting” teacher will tell his/her “students” the subject (content area – e.g., math) that will be taught and the grade level (developmental age) of the “students” to be taught.
5. Once the Record button is pressed, the monitor will signal the presenting teacher to begin.

### Responsibilities of Students Being Taught:

1. **Assume roles of students of specified grade level (cognitive developmental level). For example, don’t always understand what is being taught; sometimes look confused; sometimes answer incorrectly; sometimes ask questions.**
2. Provide constructive, tactfully-stated comments on feedback sheets. Make sure you write the name of the presenting teacher and the areas on which you are evaluating them on the sheets. The feedback is anonymous. Refer to the attached feedback schedule to determine the criteria on which you are evaluating the teacher. The criteria change per teacher.
3. Paper clip sheets together and leave for “presenting” teacher to pick up at the end of all of the microteaches. If desired, at the conclusion of all of the microteaches, students can review their feedback sheets, ask for clarifications, and/or ask for suggestions for improvement.

### General Requirements:

1. Each “presenting” teacher will provide Dr. Verkler with the Microteach I lesson plan and the Microteach 1 lesson plan rubric.
2. Each teacher will come prepared with all materials required for the microteach.
3. Each teacher will arrive on time.
4. Each teacher will be professionally dressed. Ladies, no cleavage.

### At the end of the microteach:

1. Collect all of the instructional materials and put them back into the “goodie bag.”
2. Put all of the furniture back neatly.
3. Turn off the recorder and the lights and shut the door.
4. Return the goodie bags to Dr. Verkler.
5. Turn in your Microteach I Lesson plans and your Microteach I Lesson Plan Rubric to Dr. Verkler.